

# Phonics Tool Kit

Developed by  
Superintendent Reed's Phonics Task Force

Indiana Academic Standards 2000 in English/Language Arts  
Indiana's Core Expectations for Every Child



CSIP: Center for School Improvement and Performance  
Spring 2000

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# Foreword

Of all the skills that children learn, one of the most important—if not the most important—is reading. It is a complex task. In order to be able to read well, students need the best instruction that can be offered. The child featured on the cover of this publication is not old enough to attend school. We chose to put Sadie’s picture on this ***Phonics Tool Kit*** to emphasize the importance of what happens at home before a child comes to school.

Parents are children’s first teachers. Reading, talking, and singing to children help develop skills that lead to becoming better readers. Children who know nursery rhymes learn to listen for sounds and identify patterns. Children who are read to on a regular basis are developing their “ear” for phonemic sounds. Talking to children about signs, cereal boxes, and other everyday written material will help children understand the importance of letters and words. At a young age, most children can spot the letters in their own name when they see them. This begins their use of verbal skills, listening skills, and reading skills that will be the foundation for their learning all through school. This is the point at which they enter the classroom and the teacher’s job begins.

Understanding and being able to use the sound/symbol relationship is an important part of that instruction. If children are to learn to recognize written words accurately and quickly, they need to know how to apply their knowledge of phonics. That is why I appointed a Phonics Task Force and asked them to prepare this ***Phonics Tool Kit***. Although we have always promoted the use of phonics, I believe that this information can be helpful in every Indiana K-3 classroom.

This tool kit provides teachers with current information about the importance of phonics knowledge. It complements the Indiana Department of Education’s new grade-specific reading standards that include phonics and other reading skills. It serves as a way to bring the best thinking of Indiana teachers and reading experts together in the area of phonics to provide assistance for all school districts. It highlights best practices and encourages effective professional development in phonics.

Superintendents identified teachers and other reading experts to serve on the task force. They recommended 72 people, including K-3 teachers, principals, curriculum specialists, and reading specialists from throughout Indiana. College and university professors also were represented. The Phonics Task Force, under the direction of Dr. Earlene Holland, developed this handbook, spending many hours writing and preparing the material. Review Committee members then submitted their comments and suggestions to be incorporated into a document that was put on the World Wide Web for further refinement.

Today, the ability to read well is not only an individual need—it is a state priority. Fourth-grade students need to be successful readers after spending four years of school in K-3. We know the consequences of not providing good reading instruction. It is up to us to see that students are provided with the tools necessary to become strong readers and to be prepared for adult life in the 21st Century.

We will leave no child behind.

***Dr. Suellen Reed***  
***Superintendent of Public Instruction***  
***Spring 2000***

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## Phonics Task Force Development Committee

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## Phonics Task Force Review Committee

This project has been reviewed by individuals chosen for their diverse perspectives and expertise in early reading and phonics instruction. The purpose of the review was to provide candid and critical comments

to guide the final editing and revising of the tool kit. We wish to thank the following for their time, expertise, and participation in the review process:

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Dr. Earlene Holland  
Phonics Task Force  
Spring 2000

# How to Use the Tool Kit

The ***Phonics Tool Kit*** is a resource to help track the progress of students in Kindergarten through Grade 3 in meeting core expectations for phonics instruction. The kit is not meant to be an all-encompassing course in phonics. For more thorough information on phonics instruction, use this kit in conjunction with online seminars, college courses, professional development workshops, and local school or district discussions.

The kit is specifically based on the English/language arts grade level standards 1-4 and one performance task (spelling) in standard 6. These standards are listed in the Appendix.

The tool kit is divided into four sections to make it easy to use. Each section can be used as a separate resource. The sections do not have to be used in any particular order.

## **Section 1: Reading/Phonics Record Sheets and Strategies for Instruction**

The record sheets may be copied for each child in the classroom and put into individual files, which can move with each child from grade-to-grade or school-to-school. The strategies (activities) provided for **Concepts about Print, Phonemic Awareness, and Decoding (Phonics) and Word Recognition/Fluency** are “tools” for helping every child reach the core phonics expectations in Standards 2000. The strategies and activities also can serve as a springboard for ideas for phonics instruction developed by curriculum committees at the school or district level.

## **Section 2: Suggestions for Children Experiencing Difficulty**

The suggestions and quick tips for children experiencing difficulty are additional ideas that have proven successful for teachers who do effective phonics instruction.

## **Section 3: Assessment and Diagnosis**

For teachers who choose to give the *Indiana Grade 1 Reading Assessment*, the tool kit can be an immediate instructional resource to help students whose scores indicate a need for more intensive phonemic awareness or phonics instruction. If a more thorough diagnosis in phonics is needed, there are many good diagnostic instruments listed in this section.

## **Section 4: Appendix of More Resources**

For those who want a more thorough knowledge of phonics and early literacy instruction, the Appendix provides a variety of useful information and resources for self-study or professional development.



# PHONICS TOOL KIT: SCOPE AND SEQUENCE

<b>Performance Standards and Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Concepts about Print</b>				
<i>Cover, title page, author</i>				
<i>Left to right and top to bottom</i>				
<i>Print gives information</i>				
<i>Sentences, words, letters</i>				
<i>Capital and lowercase letters</i>				
<i>Oral words matched to printed words</i>				
<i>Periods, question marks, exclamation points</i>				
<b>Phonemic Awareness</b>				
<i>Number and similarities of phonemes (sounds)</i>				
<i>Sounds added, substituted, omitted, moved.</i>				
<i>Blend (cvc) words and two to four phoneme words</i>				
<i>Rhyming words</i>				
<i>Beginning and ending sounds</i>				
<i>Syllables</i>				
<i>Vowel sounds</i>				
<i>Consonant blends</i>				
<b>Decoding (Phonics) and Word Recognition</b>				
<i>Consonants and short vowel sounds</i>				
<i>Syllables</i>				
<i>High-frequency words</i>				
<i>Read one's own name</i>				
<i>Blend letter patterns</i>				
<i>Vowel digraphs and r-controlled words</i>				
<i>Word families (rimes)</i>				
<i>Spelling patterns</i>				
<i>Abbreviations</i>				
<i>Regular and irregular plurals</i>				
<b>Fluency</b>				

## PHONICS TOOL KIT: (Continued)

<b>Performance Standards and Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Spelling</b>				
<i>Uses sounds to spell independently</i>				
<i>Sight words</i>				
<i>Uncommon spelling patterns</i>				
<i>Patterns, short and long vowel sounds, r-controlled vowels,</i>				
<i>Contractions, compounds, common patterns,</i>				
<i>Arrange words in alphabetical order</i>				
<b>Vocabulary and Concept</b>				
<i>Categorize words and classify categories</i>				
<i>Meaning of symbols</i>				
<i>Compound words</i>				
<i>Contractions</i>				
<i>Root words and inflectional forms</i>				
<i>Prefixes and suffixes</i>				
<i>Multiple-meaning words</i>				
<i>Antonyms, synonyms, homophones, homographs</i>				
<i>Sentence and word context</i>				
<i>Dictionary meaning and pronunciation</i>				
<b>Reading Comprehension and Analysis</b>				
<i>Structural features of informational and technical material</i>				
<i>Comprehension and analysis of grade-level-appropriate text</i>				
<i>Structural features of literature</i>				
<i>Analysis of grade-level-appropriate narratives</i>				
<b>Writing</b>				
<i>Organization and focus</i>				
<i>Research and technology</i>				
<i>Evaluation and revision</i>				

*Learning to read is critical to a child's, and an adult's well being. The child and adult who cannot read at a comfortable level experience significant difficulties mastering many types of academic content, are at substantial risk for failure in school, and are frequently unable to reach their potential in the vocational and occupational arenas.*

Background and Purpose, (p. 1)

From **The NICHD Research Program in Reading Development, Reading Disorders and Reading Instruction: A Summary of Research Findings**. A paper distributed by G. Reid Lyon during his presentation on December 10, 1999, at Indiana's Education Conference: *Leave No Child Behind*.



*Reading/Phonics  
Record Sheets  
and  
Strategies  
for  
Instruction*

*Reading skill is acquired in a relatively predictable way by children who have normal or above-average language skills; have had experiences in early childhood that fostered motivation and provided exposure to literacy in use; get information about the nature of print through opportunities to learn letters and to recognize the internal structure of spoken words, as well as explanations about the contrasting nature of spoken and written language; and attend schools that provide effective reading instruction and opportunities to practice reading.*

*There are three potential stumbling blocks that are known to throw children off course on the journey to skilled reading. The first obstacle, which arises at the outset of reading acquisition, is difficulty understanding and using the alphabetic principle– the idea that written spellings systematically represent spoken words. It is hard to comprehend connected text if word recognition is inaccurate or laborious. The second obstacle is a failure to transfer the comprehension skills of spoken language to reading and to acquire new strategies that may be specifically needed for reading. The third obstacle to reading will magnify the first two: the absence or loss of an initial motivation to read or failure to develop a mature appreciation of the rewards of reading.*

Executive summary (p. 4), *Preventing Reading Difficulties in Young Children* by Catherine Snow, Susan Burns, and Peg Griffin.

## ***READING/PHONICS RECORD SHEET***

Student's Name \_\_\_\_\_

Year \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Grade: **9 K 9 1 9 2 9 3**

**Legend:**

Y	Exhibits reading behavior consistently
/	Making progress
N	Has not yet exhibited the behavior

**Concepts About Print: Understanding characteristics of written language.**

Performance Standards		Date of Observation				Comments
<b>K.1</b>	Identify the front cover, back cover, and title page of a book.					
<b>K.1</b>	Follow words from left to right and from top to bottom on the printed page.					
<b>K.1</b>	Understand that printed materials provide information.					
<b>K.1</b>	Recognize that sentences in print are made up of separate words.					
<b>K.1</b>	Distinguish letters from words.					
<b>K.1</b>	Recognize and name all capital and lowercase letters of the alphabet.					
<b>1.1</b>	Match oral words to printed words.					
<b>1.1</b>	Identify the title and author of a reading selection.					
<b>1.1</b>	Identify letters, words, and sentences.					
<b>1.1</b>	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.					

**NOTES:**



# STRATEGIES for INSTRUCTION

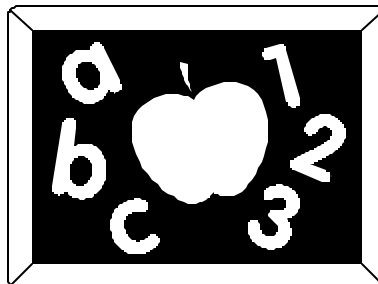
## *Concepts about Print*

Continuously modeling the following throughout instruction, will develop concepts about print:

1. Reading begins at the top left-hand corner of the page.
2. Move left-to-right across the page.
3. Realize that print contains a message when reading.
4. Know the differences between letters and words.
5. Realize that words have a beginning and ending part.
6. Look at letters in sequential order, from left to right, in a word.
7. Understand that print is read from top to bottom of a page.
8. Find the front of a book and the end of a book.
9. Track print in order to develop the concept of a word (one-to-one correspondence).
10. Use sentence strips and pocket charts to develop the concept of a sentence.
11. Develop the concept of beginning, middle, and end by ordering objects in a sequential manner (first, middle, last).
12. Recognize print terms: word, letter, comma, question mark, period, exclamation point, syllable, sound, and sentence.

More suggestions for developing concepts about print:

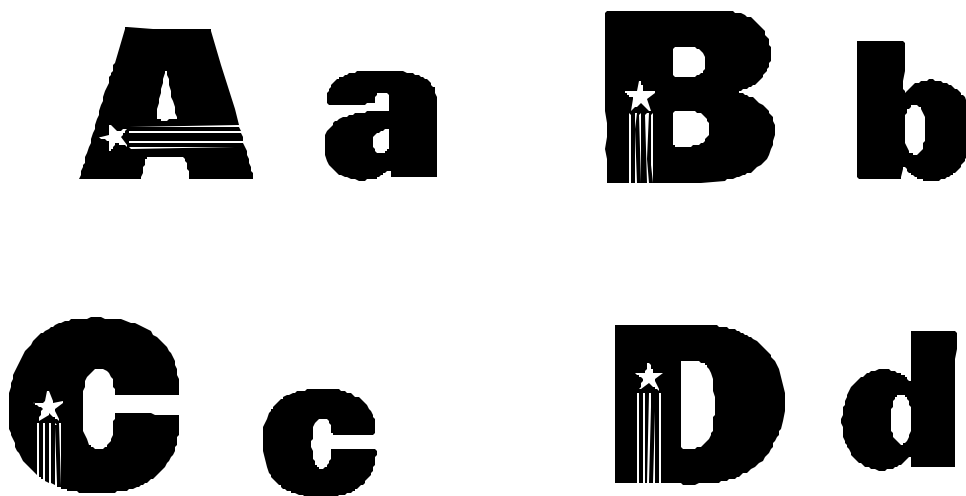
1. Read a story to children using a Big Book.
2. Label your own actions as you model. Say, "When we read, our eyes follow the print." Use your finger across the page to model the return sweep.
3. Draw attention to print by having conversations about the cover and illustrations. "What do you see? Let's count the number of words in the title."
4. Children need text that gives them a sense of control and comfort. "What do you think about this? How can you figure that out?"
5. Extend stories through art activities. Encourage children to talk about stories and to write out their thoughts. Talk about what they have noticed and learned.
6. Incorporate reading and writing into play. Use drama to act out stories. Create a journal.
7. Provide models with specific verbal explanations and instructions and always provide a hands-on activity to teach the concepts about print.
8. Help children distinguish between capital and lowercase letters of the alphabet.



### **K.1: Letters of the Alphabet**

**Materials:** large letter cards, capital and lowercase, and wikki stix™, a manipulative tool that is a waxed covered, flexible stick that will adhere to chart paper or pages in a Big Book.

- a. Show the chosen letter. Talk about the shape of the capital letter and its lowercase partner. Note how they are alike and how they are different. Be sure to address the position on the line, length, size, lines: curving or straight. Verbalize the actual formation as letter structure is modeled. Place letters randomly in a pocket chart.
  - b. Match partners of letters in the pocket chart and then sort them into capital and lowercase sets.
  - c. Give children letter cards and have them match capital and lowercase. Then sort into all capital and lowercase letters.
  - d. Find capital letters and lowercase letters in magazines. Create a capital chart and lowercase chart with letters cut out from magazines.
- For more practice: 1) Give pairs of children wikki stix™. Have one child make the capital letter and the other child make the matching lowercase letter. 2) Give each child a letter card - some with a lowercase letter and some with a capital letter. Have children search the room for the student who has the partner letter.



# READING/PHONICS RECORD SHEET

Student's Name \_\_\_\_\_

Year \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Grade: **9 K**    **9 1**    **9 2**    **9 3**

**Legend:**

Y	Exhibits reading behavior consistently
/	Making progress
N	Has not yet exhibited the behavior

**Phonemic Awareness: The sounds for the letters and letter groups of the alphabet.**

Performance Standards		Date of Observation				Comments
<b>K.1</b>	<b>Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.</b>					
<b>K.1</b>	<b>Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.</b>					
<b>K.1</b>	<b>Blend consonant-vowel-consonant (cvc) sounds aloud to make words.</b>					
<b>K.1</b>	<b>Say rhyming words in response to an oral prompt.</b>					
<b>K.1</b>	<b>Listen to one-syllable words and tell the beginning or ending sounds.</b>					
<b>K.1</b>	<b>Listen to spoken sentences and recognize individual words in the sentences; listen to words and recognize individual sounds in the words.</b>					
<b>K.1</b>	<b>Count the number of sounds in syllables and the number of syllables in words.</b>					
<b>1.1</b>	<b>Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).</b>					
<b>1.1</b>	<b>Recognize different vowel sounds in orally stated single-syllable words.</b>					

**Phonemic Awareness: The sounds for the letters and letter groups of the alphabet.**

Performance Standards		Date of Observation				Comments
1.1	Create and state a series of rhyming words, including consonant blends ( <i>-st, -nd, -rt</i> ).					
1.1	Add, delete, or change sounds to change words.					
1.1	Blend two to four phonemes (sounds) into recognizable words.					
2.1	Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words; rhyming words; and clearly pronouncing blends.					

**NOTES:**

# STRATEGIES for INSTRUCTION

## *Phonemic Awareness*

### **K.1: Alphabetic Principle**

**Sample Words:** pan, pen, hen

**Materials:** picture cards, chalkboard, *Stoplight* letter boxes (see description in Skill: Identifying the position of sounds in words), counters, letter tiles, magnetic letters, pocket chart

- Display a picture of an object (*pan*). Leaving out the middle letter, write its name on the chalkboard (p\_n).
- Have children say the picture word slowly. (The teacher may use a puppet to model this task.)
- Using a *stoplight* letter box and three counters, the teacher models, dragging a counter into a letter-sound box as the picture name is said slowly. The children then copy what the teacher modeled.
- Ask what letter-sound you hear first, second, and last. Have a child fill in the missing letter for the word (p\_n).
- Draw a ladder on the chalkboard. Write the word *pan* on the first step. On the second step, write “p\_n” and ask a child to change the middle letter to make a new word (*pen*). Have someone draw a picture of the word. Continue until the ladder is completed.
- Students may use letter tiles or magnetic letters to form these words. Say the words slowly and write them in the sky.
- For independent practice, children may recreate the ladder concept by placing letters and picture cards in a pocket chart.

### **K.1: Identification of CVC (Consonant-Vowel-Consonant) Words**

**Materials:** large construction paper with one or more of the following word foundations largely displayed:

an, ap, at, ig, im, in, ug, un, ut, op, ot, ox, ed, en, and et, (83 three-letter words can be made from these foundations).

1. Display the papers and explain that these are the endings of many words.
2. Pronounce each displayed combination and have the children echo it after the teacher. Explain the next step to the group.
3. Divide the class into suitable groups. Each group travels from one sheet to the next distributed around the classroom. Designate 3-5 minutes for a group to brainstorm possible words that can be made by adding a letter to the front of the word foundations. Either the children or an adult should record the word selections on the large sheet.
4. After each group has visited all of the sheets, display the completed sheets to the class.
5. Choose children to read the completed lists to the class. Delete any duplicate words.
6. Each child (or group) makes a word and picture poster of one of the selected sets to be displayed with the classroom or hallway.
7. Working one-on-one or with a small group, give each child a set of magnetic letters which depict one of the “word chunk” words being studied – example: c-a-n. Have the child pull the chunk away from the original word *can* and attach it to the new sound. Repeat often, then convert this to a new exercise.



Note: (Gimmick) To teach the blending of sounds: 1) Draw a simple playground slide on the chalkboard and put *c* at the top of the slide, the *a* in the middle and the *t* at the bottom. Then have the children pretend they are sliding down the slide as they combine sounds. 2) Tell the children to use their imaginary baseball mitt to squeeze the first two letters together.

### K.1: Rhyming Words

**Sample Words:** man, can; cat, bat, that; house, mouse

**Materials:** word cards, simple book with predictable rhyming text, pocket chart

1. Pronounce *man* and *can* and ask the children what they know about the two words. Someone likely will say the two words sound alike. (If not, the teacher explains.)
2. Have the children repeat each word after the teacher says it.
3. Show word cards with the two words and call attention to the common ending.
4. Tell the children to listen to another word and give a signal if it has the same ending as *man* and *can*. Say *fan*. Discuss the children's reactions.
5. Explain that *man*, *can*, and *fan* are rhyming words because they have the same ending sounds.
6. Repeat steps 1-5 with *cat* and *bat*, using *that* as the third word.
7. For the following word pairs, say the first word, pause for a second or two, then say the second and have children signal if the two words rhyme. Reinforce the concept of rhyme ("have the same ending sounds").  
look-book      play-dog      take-make      red-bed      came-will  
Note: For beginners, word pairs like *look-book*, *cook-tool*, *book-took* would be advisable. As students become familiar with one set of rhyming words add to them.
8. Have children sort picture cards and match rhyming words (e.g., *book, look, red, bed, boy, toy, clown, brown, pig, and wig*).
9. When children can recognize words, use the same activity (#8) with word cards.

Rhyming books can be used effectively to help children focus on rhyming words.

- As rhyming books are read, the teacher should pause where a rhyming word occurs to allow the children to guess the rhyming word.
- Rhyming words can be placed on word cards and put in a pocket chart vertically, so that the children can see if the rhyming portion makes a pattern.
- Children can think of other words for word cards that use the same rhyming patterns.
- Place these new word cards in the correct column in the pocket chart, so that all of the rhyming words are together.

Activities such as "Rounding up the Rhymes," "Reading-Writing Rhymes," and "Using Words You Know" (*Phonics They Use*, Cunningham) effectively help children hear and recognize rhyming patterns.

### K.1: Concept of a Word and a Sentence

**Sample Words:** cat, dog

**Materials:** sentence strips, magnetic letters, index cards, transparency, *Big Books*

1. The teacher writes a short known word (*cat*) on a sentence strip cut to word size. Discuss word features (shape, size, formation, sounds, beginning, ending).
2. Include a picture of the word. Model reading the word slowly with your finger underneath the word. Children write the word in the air, form with magnetic letters, and write the word on their own index card (spelling the word orally as they write it).
3. The teacher tells a short sentence about a cat. "The cat is here." Ask students to think of other sentences about a cat. "The cat..."
4. Children hold up their *cat* word card when the word *cat* is spoken in the sentence.
5. The teacher records a model sentence on a sentence strip using increased print size and exaggerated spacing between words. Underline the known word *cat*. Point to words as read and have children cup their hands (to use as a window to frame words) around the words as they are read on a pocket chart.



6. Children are given copies of the sentence. Use a transparency over the text for the child to underline words, to track or follow, as they are read. Colored transparent bingo chips also are effective to help the students track words. The teacher cuts the sentence apart, mixes up the words, and has the students put the words in sentence order.
7. Use *Big Books* to gain experience. Practice pointing and matching words read in sentences.

### **K.1: Syllables**

**Sample Words:** children's names in your classroom that have 1, 2, 3, etc., syllables: Tommy, Alexander, Beth, Maggie, Kyle

**Materials:** none

1. Say the names of five children slowly, and have the children repeat after each name. Emphasize the syllable break. Tom-my, Al-ex-an-der, etc.
2. Next, the teacher says the names one at a time and claps the syllables. The teacher invites the students to say the name and clap as they repeat the name in syllables.
3. Continue for all five names. Practice this much with other names over a period of several days until the students understand the concept.
4. Explain that they are going to count the claps in their names. They should demonstrate saying their last name while clapping the syllables.
5. Tell the children to clap the number of syllables in their own names. Then direct the children to move into groups according to the number of syllables.
  - Kindergarten students will do this best using a card with numbers on it taped to a wall or write 1, 2, 3, etc., spaced across the length of the chalkboard.
  - Direct the students to stand at the number that matches the number of syllables in their names.
6. As a class, check each child's name to determine if he or she is in the right group, taking care not to embarrass any student.
7. Pronounce other words, not names, and have the children clap syllables. Tell them to indicate the number of syllables by holding up the number of fingers for the number of claps.

**Variation:** Have students put their thumb under their chin and say a specific word. The number of times their chin goes down is the number of syllables in the word. Students can use this when it might not be appropriate to move or clap causing noises.

### **1.1: Final Consonant Digraphs**

**Sample Words:** back, pick, luck, sack, duck

**Materials:** white board or chalkboard, red cards with *ck* on one side and *k* on the other, stoplight boxes (refer to the Skill: Identifying the Position of Sounds within Words)

1. Using the stoplight boxes (cards), tell children to listen to the sample words and show where the words are alike by holding up the correct color.
2. Model: "When I hear *back*, *pick*, *luck*, *sack*, and *duck*, I hear the same sound at the end, so I'm holding up the red box."
3. Write the words you have just read on the chalkboard or white board. Ask children how the words are alike. Ask them to write the letters that make the /k/ sound on their white boards.
4. Beside the first list, write a second list of words that end with the /k/ sound but that do not fit the *ck* pattern: *peek*, *hook*, *oak*, *took*. You also could use words that end in *e* such as, *lake*, *hike*, and *bake*. Ask the students what the two columns show. (The /k/ sound at the end of the word can be written with *ck* or *k* or *ke*.)

5. Tell the children that *ck* is usually used when the word has a short vowel sound. Reread the words and have the children notice the short sound.
6. Pass out red cards and show the children how to write *ck* on one side. Pronounce words from the list. Have the children hold up the *ck* card if the vowel sound is short.

### 1.1: Phonemic Analysis

The child segments one-syllable spoken words, including three- and four-phoneme words, into individual phonemes, clearly producing beginning, medial, and final sounds.

**Sample Words:** big, dog, stop, and train

**Materials:** a ball, hat, lid, and toy truck

1. Pronounce *big* and then have the children say the word along with you.
2. Write *big* on the chalkboard or flipchart and enunciate each phoneme slowly (stretching the word to hear individual sounds) as you write the word. (Note: The visual reinforcement here is to strengthen associations between letters and sound.) Repeat this step, and this time have the children say the word slowly along with you. Ask the children how many different sounds they hear, and have each child give a response (for example: holding up a number of fingers or placing a number of beans on a card).
3. Give the correct answer, produce the three sounds, and again have the children say each sound along with you.
4. Follow this procedure for the following words: *dog*, *stop*, and *flag*.
  - Say the word slowly,
  - Have the children repeat the word,
  - Say the word again,
  - Ask for a volunteer to say the word slowly, making each sound distinctly,
  - Have the class slowly say the word, holding up one finger as they enunciate the first sound, a second finger as they enunciate the second, and a third as they make the last sound. This same exercise can be done with the children clapping one time for each sound they hear.
5. Display the following objects one at a time and ask the children to produce the beginning, middle, and ending sound of the word: rock, hat, lid, truck.
6. Provide individual practice for the children who appear hesitant to respond.

### 1.1: Rhyming words - Blend /bl/

**Sample Words:** black, blue, blow, block

1. Tell the children you are going to say some words, and you want them to listen for the sound that is the same. Say sample words.
2. Emphasize the /bl/ blend. Have students repeat /bl/. Isolate the /b/ and /l/ sound and then blend together to make the /bl/ blend sound.
3. Discuss blends and give other examples.
4. Say words that begin with the /bl/ and a few that do not. Have students hold up their blue crayon when they hear the /bl/ sound.
5. Have each child find at least two objects in the room or their desk.
6. Use individual letter cards to do word building.  
Example: Have children spell *end*. Now add one letter to make *lend*. Now add another letter to make *blend*.
7. Introduce other blends, one at a time, and follow the above steps. Example: *pl*, *cl*, *fl*, *gl*, *sl*.



# READING/PHONICS RECORD SHEET

Student's Name \_\_\_\_\_ Year \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Grade: **9 K 9 1 9 2 9 3**

**Legend:**

Y	Exhibits reading behavior consistently
/	Making progress
N	Has not yet exhibited the behavior

**Decoding (Phonics) and Word Recognition: An understanding of the different letters that make different sounds.**

Performance Standards		Date of Observation				Comments
<b>K.1</b>	Match all consonant and short-vowel sounds ( <i>m/a/d, r/e/d, p/i/n, t/o/p, s/u/n</i> ) to appropriate letters.					
<b>K.1</b>	Read one-syllable and high-frequency ( <i>often-heard</i> ) words by sight.					
<b>K.1</b>	Read one's own name.					
<b>K.1</b>	Understand the alphabetic principle, which means that as letters in words change, so do the sounds.					
<b>1.1</b>	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns ( <i>a, e, i, o, u</i> ), and blend those sounds into recognizable words.					
<b>1.1</b>	Read common sight words (words that are often seen and heard).					
<b>1.1</b>	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the "ea" in <i>eat</i> ) and knowledge of how vowel sounds change when followed by the letter "r" (such as the "ea" in the word <i>ear</i> ).					
<b>1.1</b>	Read common word families ( <i>-ite, -ate</i> ).					
<b>2.1</b>	Recognize and use knowledge of spelling patterns (such as <i>cut/cutting, slide/sliding</i> ) when reading.					
<b>2.1</b>	Decode (sound out) regular words with more than one syllable ( <i>dinosaur, vacation</i> ).					
<b>2.1</b>	Recognize common abbreviations ( <i>Jan., Fri.</i> ).					

Decoding (Phonics) and Word Recognition: An understanding of the different letters that make different sounds.						
Performance Standards		Date of Observation				Comments
2.1	Identify and correctly use regular plural words ( <i>mountain/mountains</i> ) and irregular plural words ( <i>blueberry/blueberries, wife/wives</i> ).					
3.1	Know and use more difficult word families ( <i>-ight</i> ) when reading unfamiliar words.					
3.1	Read words with several syllables.					

Fluency: Reading with enough speed and accuracy to comprehend.					
1.1	Read aloud smoothly and easily.				
2.1	Read aloud fluently and accurately with appropriate changes in voice and expression.				
3.1	Read aloud grade-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, change in voice, and expression.				

**NOTES:**

# STRATEGIES for INSTRUCTION

## *Decoding (Phonics) and Word Recognition*



### **K.1: Initial Consonant Sounds**

**Sample Words:** boy, bus, ball, balloon, baby

**Materials:** word cards, objects that match sample words

1. Display word cards or objects that match the sample words.
2. Involve the children in saying and listening to the words and deciding how they are alike. As appropriate, invite the children to give additional words.
3. Continue with the listening step until children consistently hear which words do and do not begin with the /b/ sound.
4. Show the letter that makes the /b/ sound.
5. Say words that begin with the letter *b* and a few that do not. Each time the children hear the /b/ sound they show thumbs up and sky-write the letter; thumbs down for words that do not start with the /b/ sounds.
6. Have the children place adhesive notes on all objects in the room that start with the /b/ sound.
7. This strategy or similar strategies may be used for the other initial consonant sounds.

Note: When modeling beginning sounds verbally, do not add an “uh” sound after the initial sound.

Example: *b* buh

### **K.1: Alphabetic Principle: As letters in words change, so do the sounds**

**Sample Words:** bat, cat, hat, mat, rat

**Materials:** cards with the word and picture of each of the sample words, magnetic letters, small letter tiles, or cardboard letters

8. Ask the children to sing the song, “Row, Row, Row Your Boat” with you one time.
9. Then tell them you are going to sing the song but change the words:  
“Rhyme, rhyme, rhyme the words, listen to the sounds.  
Hear the sounds in words we sing, they make the rhymes go round.”  
“*Bat, bat*, rhymes with *cat*, listen to the sounds.  
Hear the *at* in *bat* and *cat*, it makes the rhymes go round.”
10. Continue singing the song and joining different pairs of words.
11. Encourage the children to chime in with additional words that rhyme with *cat*.
12. Tell the children that all the words belong to the same family. Show the words. Ask the children how they can tell that the words belong to the same family.
13. Build each of the words one at a time. Example: build *bat*  
“Watch as I make the word *bat*. I’ll start with the *at* family letters. This makes *at*. Now if I want to make *bat*, I add the letter for the /b/ sound. What letter makes that sound? Now let’s read the word: *bat*.”  
“Let’s make the word *cat*: /c/ /at/. Where does the sound change? What letter do we need then? What two letters stay the same?”
14. Slide the letters into place with the onset and rime. Slide the letters together to form the word.
15. Let children work along with you using letter tiles or letter cards to build each of the words.
16. Have the children work together to find members of the *at* family in familiar stories and poems.
17. Place the *at* words on a pocket chart to allow for ongoing review and reference.



### **K.1: Position of Sounds within Words**

**Materials:** stoplight boxes—laminated cards in red, green, and yellow

**Before the activity:** laminated pieces of red, green, and yellow construction paper or card stock, cut into 3½" by 5½" cards

1. Early in the school year, tell the children you are going to give them something they will keep all year to use in many of their phonics lessons. Then pass out the cards, giving each child a green, a red, and a yellow card.
2. Relate these colors to a stoplight. Ask the children, "What does the color green on a stoplight tell me to do?" (go). Tell the children they are going to use the green box (card) to show the beginning of something. Say, "When we read (or say) words, we *go* with the first letter (sound)."
3. Ask, "What does the color red on a stoplight tell me to do?" (stop). Tell them they will use the red card to show when to stop. Say, "When we read (say) words, we stop with the last letter (sound). So we will use the red box (card) when we want to show the last letter (sound)."
4. Ask, "What color is in the middle of a stoplight?" (yellow). Tell them they are going to use their yellow boxes (cards) to show the middle sounds in words.
5. Have the children put their cards on their desks in green, yellow, and red order. Tell the children you are going to say a word and you want them to tell you where they hear the sound /s/. Explain to them: "Hold up your green card if you hear the /s/ sound at the beginning of the word. Hold up a red card if you hear the /s/ sound at the end of the word." Example: Say *sun*. Ask the children where they hear the /s/ sound. Repeat with other words—*bus*, *gas*, *sand*, *glass*.

As the children increase their knowledge of letter-sound relationships, you can use these cards as boxes. Have the children lay them on their desks in green, yellow, and red order. Then say words and have children lay the letter card in the correct box. Example: Tell the children you are going to say a word. They are to listen for the /b/ sound. Have them put the letter card *b* in the box that shows where they heard the /b/ sound. Say *bus*. Repeat with *sub*, *bug*, *tub*, and other words with the /b/.

### **1.1: Short Vowel Sound /a/\***

**Materials:** apple vowel card, letter cards, ant picture, antler picture, and ax picture

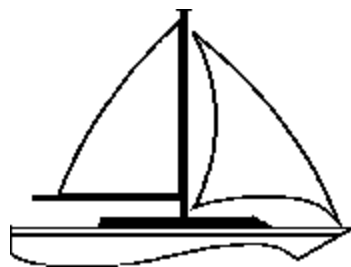
1. Show a picture of an apple. Pronounce *apple* several times emphasizing the short *a* sound. Have students echo and listen to the sound. Repeat several times.
2. Explain that *a* is a vowel and vowels have more than one sound. This is called a short vowel sound.
3. Repeat step #1 using other pictures: ax, ant, antlers.
4. Have the children think of other words that begin with the short *a* sound. Write them on chalkboard or dry erase board.
5. Show the letter card for Aa.
6. Have the children sky write uppercase and lowercase *a*'s and repeat the sound. Next have them write both *a*'s on paper again, repeating the sound.
7. Say several words that have the short *a* sound and a few that do not. Each time the children hear the short *a* sound they show thumbs up and sky write both uppercase and lowercase letters. Each time they do not hear the sound, children display thumbs down.
8. Have students practice writing uppercase and lowercase *a*'s.
  - \* May also be used for other short vowel sounds.
  - \* When letters have a slanted line before and after them, such as /c/, /at/, /sh/, /b/, this represents the *sound* the letter makes, not the *name* of the letter.

## 1.1: Vowel Digraphs

**Sample Words:** boat, coat; seat, treat; feet, sweet

**Materials:** pictures, word cards

1. Show a picture of a boat and ask children to say the word. Ask how many sounds are in *boat*, and help children produce each of the three sounds as they say the word slowly.
2. Children show the sounds heard with fingers. The teacher asks, “How many sounds do you hear? How many letters do you see?” Explain to the children that a digraph is two letters that come together to make one sound. Use hand signals. Extend one finger on each hand to represent the two letters. The teacher says, “Bring your fingers together to show that the letters are coming together when your fingers meet, drop one hand down to your side to show that these letters only make one sound.”
3. Write *boat* on the board and again emphasize the three sounds. Help children conclude that there are two vowels but only one vowel sound.
4. Write *coat* below *boat* and conduct a discussion as in step 2. Emphasize the *oa* in each word—two letters that stand for one sound.
5. Repeat the four-step procedure above with *seat* and *treat*.
6. Repeat again with *feet* and *sweet*.
7. Introduce the memory cue, “Two vowels walking, the first one does the talking.”
8. Have children work in pairs as they review the six words, using word cards. Each child should practice saying each word at least three times.
9. Dictate the following sentence for children to write: “I like to read.” Discuss the three sounds in *read*, as you write the word on the board. Check children’s work.
10. Dictate the following words for children to write: *feed*, *green*, *leaf*, *bean*, *tree*, and *float*.
11. Check children’s work for accuracy.



### Additional Activity

**Materials:** word strips with double vowels, letter cards

- Give each child a word strip with a double vowel pattern. Example:  
Also give each child common consonant letter cards.
- Children should manipulate the letters to make words by placing consonants before and after the double vowel.
- Children use the new words to write a sentence and then illustrate it.

	oa	
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Alternate activities would include “Making Words” and “Using Words You Know.”  
(*Phonics They Use*, Cunningham )

### 1.1: R-Controlled Vowels

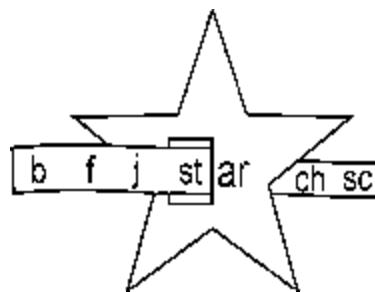
**Sample Words:** car, star, barn, bark

**Materials:** individual letter cards: a, c, d, h, m, p, r, t

1. Have children echo the sample words and raise their hand when they can tell what sound is the same.
2. Write the sample words on the chalkboard. Lead the children in trying to sound out each word using the CVC rule they already know. (Explain to the children that these combinations of two letters that come together make an unexpected sound. Some other combinations include: *ir*, *er*, *ur*, and *or*. Assign a keyword picture for each sound. Post these pictures in the classroom for future reference. Examples: /ur/ – purse, /ir/ – shirt, /er/ – butter, /ar/ – arm, /or/ – corn.) As you do this, the children will realize it does not sound right. Then explain that the letter *r* is a bossy letter. When it is next to the vowel *a*, it changes the sound to /ar/. Proceed to sound out correctly the sample words with the children.
3. Have the children generate words with the /ar/ sound.
4. Using individual letter cards, have the children spell the CVC word and then add the letter *r*. Sound out and listen for the changed vowel sound.  
Use the /ar/ words in sentences.

cat, cart	ham, harm	pat, part
had, hard	chat, chart	

5. Have each child make a tachistoscope (an instrument that gives a very brief exposure to the eye) in the shape of a star with the *ar* already printed on it. Make a strip with beginning sounds /b/, /f/, /j/, /st/, /ch/, and /sc/ to feed through. Let children practice sounding out the words with partners.



#### Grade 2 Activity:

- Play “Heads Up.” Explain to children they will begin by placing their heads on their desks. Tell them you will read aloud a sentence that has one word with the /ar/ sound. Challenge them to raise their heads as they hear the word. Allow children to say the /ar/ word and give rhyming words.
- Look at the big star in the sky.
- The shark has a big fin on his back.
- What part did you like best?
- May we go to the farm?
- Dictate words and a sentence for the children to write using /ar/ words. Have children self-correct their papers.
- Invite children to write their own sentences using /ar/ words and other r-controlled vowels such as *or*, *ir*, *ur*, and *er*. Pair students up to share and revise their sentences.

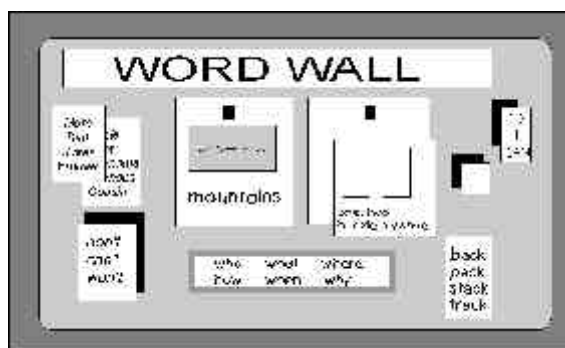
### 1.1 and 3.1: Word Recognition—Word Walls

**Materials:** textured material (sandpaper) to form letters, bulletin board, wall, chalkboard, window, paper banners (strung on a line), a cardboard screen (made from a large appliance box), or file folders for a portable word wall.

Emerging readers and writers need ongoing support. Word Walls can provide this support and help the children become better readers, writers, and spellers. A word wall is a visual display of high-frequency words. It should be built collaboratively by the teacher and students as words are learned and practiced. It is a “work in progress” as it is built over time. Words are taken from high-frequency words being studied. A word wall should be simple, uncluttered, interactive, and visible to students.

The key to a successful word wall is to make it interactive. Model the use of it. Link the word wall to as many areas of the curriculum as you can. Refer to it during other lessons. Help students make the connection that the word wall can help them with reading, writing, and spelling. Word Wall lists are found in *The Teacher's Guide to the Four Blocks* by Cunningham, Hall, and Sigman. Word Wall—a visual display of words. Word Walls are used to demonstrate a skill or concept being taught including,

- high-frequency words
- rhyming (common word families[rimes]) such as *-ike (in like), -ack, -ank, -ake, -ail, -ain, -ame, -an, -ap, -ash, -at*
- initial, final, and middle sounds
- alphabetical order
- spelling words or patterns (to help children spell other words)
- special words (this can include categories like contractions, compound words, plurals, word endings, and homophones).



## 2.1: Endings

**Sample Words:** player, drawing, seeing, talks, asked

**Materials:** white board or chalkboard, familiar stories or text containing examples of the endings to be taught

1. Say to the students, “Today we are going to learn about endings on longer words and how they can help you figure out words.”
2. Pronounce the sample words. Ask the students how the words are alike. Follow with writing the words on the board. Ask students to underline the endings on the base words.
3. Have the students write the two parts of each word on their white boards. Add sample words with common endings to the word wall.
4. Have the students return to a familiar story to find examples of words with common endings, such as *er*, *ed*, *es*, and *ing*. As they find each example, have them break each word into a base word and ending. New words can continue to be added to the word wall families.
5. Point out to students how the endings show the meaning of the base word. Example, *-ed* shows it happened in the past, *-ing* shows it is happening right now, *-es* shows it is plural, etc.
6. Help students summarize by stating that paying attention to the endings on longer words will help them read and write new words.

Example:	<i>-ing</i>	<i>-ed</i>	<i>-er</i>
	draw <i>ing</i>	asked	play <i>er</i>
	seeing	helped	teacher
	walking	learned	longer

Note: Have the ending in a different color than the other letters of the word.

## 2.1 and 3.1: Syllables

**Sample Words:** months of the years—January, May, July, September, etc.

**Materials:** beans (at least 4 per student), paper sectioned into a grid.

1. Give each student a paper with a grid and beans.
2. Write *January* on the blackboard. Say “January.” Do the same for *May* and *July*.
3. Tell the children to push a bean into a box for each syllable heard. Check their work.

ž	ž	ž	ž
ž			
ž	ž		

4. Have the children write each syllable in a box. Check their work.

JAN	U	AR	Y
MAY			
JU	LY		

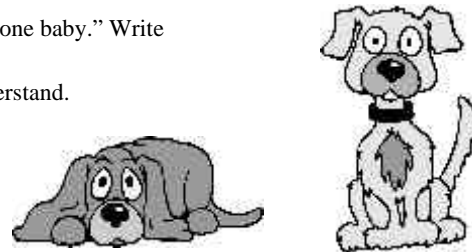
5. Repeat with a new word.

## 2.1: Irregular Plural Words.

**Sample Words:** baby, babies; puppy, puppies; funny, funnies

**Materials:** overhead projector, vis-à-vis pens, transparencies

1. Write *baby* on the overhead. Ask children what word means “more than one baby.” Write *babies*.
2. Repeat #1 for other sample words until children see the pattern and understand.
3. Shift the responsibility of spelling plurals to the children, using similar examples. Have children write plural forms on the overhead and use the words in sentences.
4. Give the rule: In words ending in a *y* preceded by a consonant, change *y* to *i* and add *es*. Make the rule a song by giving it a rhythm.
5. Write sentences on an overhead projector, leaving a blank for the plural ending. Give oral choices.
6. Write sentences and insert a singular and a plural. Ask children which sounds correct. Example: I have four *puppy, puppies*.



Note: This same lesson format may be used for teaching all plurals, regular and irregular. Sentences would be more complex for second and third grade children.

## 2.1: Plurals (suffix –s)

**Materials:** variety of word cards with singular-plural matches; pencil, paper, gumdrops

1. Tell the children you have a treat for them today. Ask each child “Would you like a drop or drops?” If he/she says “*drop*,” give only one gumdrop. If the child says “*drops*,” give a handful.
2. Then ask, “Did everyone get as many as they wanted?” Students should have discovered that they got only one when they said *drop* but got many when they said *drops*.

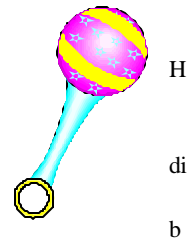
3. Write *drop* and *drops* on the chalkboard. Ask children what is the difference in these words. What do you think the /s/ means? (more than one)
4. Then explain that when *s* is added to the end of a word, it makes the word plural, which means more than one. If we take away the *s*, we still have a whole word. It is called the root word. What is the root word of *drops*? (*drop*)
5. Go on a singular and plural hunt. Divide the children into two teams. One team is the singular team. The other is the plural team. Tell them you have hidden word cards in the room. Give them five minutes to find as many as they can. The singular team can only pick up a card if a singular word is written on it. The plural team can only pick up a card if it has a plural word on it.
6. Bring the groups together and match the singular words to the plural words.
7. Let children work in pairs and write three sentences about a walk in the woods using the plural form of these words: *tree*, *bug*, *flower*, *rabbit*, *bird*. Let children eat their gumdrops as they work on the sentences.
8. Children can read these aloud to the class, or they can exchange with another group and read each others' cards.
9. Have children locate singular and plural nouns throughout the school building and school yard. They could do the same at home and bring in illustrations. Family members could assist with word spelling captions.
  - A simplified or modified form of this activity (stopping at # 6) could be done in Kindergarten.
  - To help children distinguish between words that end with an *s* like *bus* and words that contain the suffix *s* as in *dogs*, write the word on the chalkboard or overhead and cover the *s*. Tell the children, "If we still have a word left (root word), then the *s* is serving as a suffix; otherwise, we are looking at a word that has a final /s/ or /z/ sound." The teacher can then go into detail about the meaning of the suffix *s*, which means more than one.

### 3.1: Several Syllables Using Common Patterns.

**Sample Words:** little, rattle, title, bottle, battle, beetle

**Materials:** overhead projector or board, red pen or chalk, familiar text

1. Write *little* on the board, coding the *tle* in red. Say the word; then clap the syllables. Have children repeat and clap syllables.
2. Demonstrate with other *tle* words, such as *rattle*, *title*, *beetle*, *bottle*, *battle*.
3. Using individual boards or a chalkboard, have children write words that the teacher dictates (dictate word and spelling). Have students divide words into syllables.
4. Explain the concept of a *\_\_le* pattern. When a word ends in *le* and there is a consonant before it, we divide the word in half before the consonant. (Example: *lit / tle*)
5. Have students locate other *tle* words in familiar text.



Note: Continue the lesson using other combinations of *\_\_le* (final stable syllables). This lesson may be used to teach open and closed syllables. Use more difficult words for third grade students.

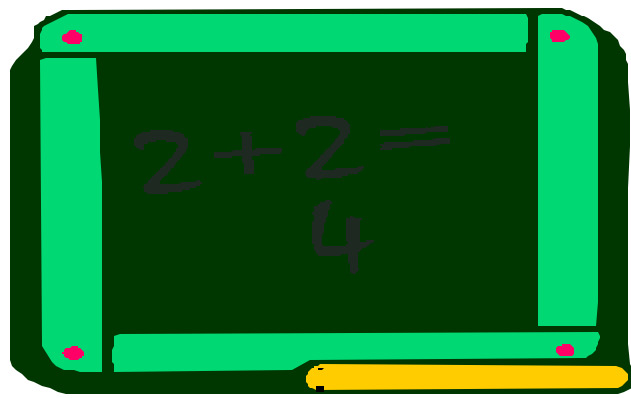
### 3.1: Longer Words with Several Syllables

**Sample Words:** vacation, worker, helpless, uncomfortable, disappointed

**Materials:** individual chalkboards, white boards, or blank paper for each student

1. Say to students, "As you have become a better reader, you probably have noticed that the stories have gotten longer and so have the words. Today we are going to learn a strategy for reading and understanding longer words."
2. Review syllabication. Pronounce the sample words and have children clap the number of syllables in each. Write the sample words on the board.
3. Say to students, "The first thing I do when I come to a longer word is to try to figure it out as I read the sentence. If I do not read a word that makes sense, I go back and break it into the parts to figure it out."

4. Write a sentence using one of the multi-syllabic words in a sentence. Have students divide the unknown word into parts or chunks that will help them figure out the word (syllables or common chunks, such as *able* in the word *uncomfortable*).
5. Pick one of the students who understands the strategy to model how he or she figured out the word.
6. Continue with the additional words. If students demonstrate an understanding of the strategy, give words with prefixes and suffixes or endings, such as *disappointed*.
7. Give students unfamiliar text. Have them write down words to which they needed to apply structural analysis. Let students write one or more of their words on the board and work along with their classmates to figure out the pronunciation and meaning. With words that still present meaning difficulties, return to the text to see if there is additional information that will help them figure out the word. If necessary, use a dictionary or glossary.
8. Close the lesson by asking students how this strategy will help them the next time they are reading.



# READING/PHONICS RECORD SHEET

Student's Name \_\_\_\_\_

Year \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Grade: **9 K**    **9 1**    **9 2**    **9 3**

**Legend:**

Y	Exhibits reading behavior consistently
/	Making progress
N	Has not yet exhibited the behavior

Spelling: Representing language by means of a writing system					
Performance Standards		Date of Observation			
					Comments
<b>K.6</b>	Spell independently using an understanding of the sounds of the alphabet and a knowledge of letter names.				
<b>1.6</b>	Spell three- and four-letter words and grade-level-appropriate sight words correctly.				
<b>2.6</b>	Spell correctly words like <i>was, were, says, said, who, what, why</i> , which are used frequently but do not fit common spelling patterns.				
<b>2.6</b>	Spell correctly words with short and long vowel sounds ( <i>a, e, i, o, u</i> ), r-controlled vowels ( <i>ar, er, ir, or, ur</i> ), and consonant-blend patterns ( <i>bl, dr, st</i> ).				
<b>3.6</b>	Spell correctly one-syllable words that have blends ( <i>blend, walk, or play</i> ), contractions ( <i>isn't, can't</i> ), compounds, common spelling patterns ( <i>qu</i> , changing <i>win</i> to <i>winning</i> , and changing the ending of a word from <i>-y</i> to <i>-ies</i> to make a plural, such as <i>cherry/cherries</i> ), and common homophones (words that sound the same but have different spellings, such as <i>hair-hare</i> ).				
<b>3.6</b>	Arrange words in alphabetic order.				

**NOTES:**



# READING/PHONICS RECORD SHEET

Student's Name \_\_\_\_\_

Year \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Grade: **9 K**    **9 1**    **9 2**    **9 3**

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## Vocabulary and Concept Development: Meaning and understanding of words.

Performance Standards		Date of Observation				Comments
<b>K.1</b>	Identify and sort common words in basic categories.					
<b>K.1</b>	Understand the meaning of symbols seen in everyday experiences.					
<b>1.1</b>	Read and understand simple compound words ( <i>birthday, anything</i> ) and contractions ( <i>isn't, aren't, can't, won't</i> ).					
<b>1.1</b>	Read and understand root words ( <i>look</i> ) and their inflectional forms ( <i>looks, looked, looking</i> ).					
<b>1.1</b>	Classify categories of words.					
<b>2.1</b>	Understand and explain common antonyms (words with opposite meanings) and synonyms (words with the same meanings).					
<b>2.1</b>	Use knowledge of individual words to predict the meaning of unknown compound words ( <i>lunchtime, lunchroom, daydream, raindrop</i> ).					
<b>2.1</b>	Know the meaning of simple prefixes (word parts added at the beginning of words such as <i>un-</i> ) and suffixes (word parts added at the end of words such as <i>-ed</i> ).					
<b>2.1</b>	Identify simple multiple-meaning words ( <i>change, duck</i> ).					
<b>3.1</b>	Use knowledge of antonyms (words with opposite meaning), synonyms (words with the same meaning), homophones (words that sound the same but have different meanings and spelling), and homographs (words that are spelled the same but have different meanings) to determine the meanings of words.					

**Vocabulary and Concept Development: Meaning and understanding of words.**

Performance Standards		Date of Observation				Comments
3.1	Demonstrate knowledge of grade-appropriate words to speak specifically about different issues.					
3.1	Use sentence and word context to find the meaning of unknown words.					
3.1	Use a dictionary to learn the meaning and pronunciation of unknown words.					
3.1	Use knowledge of prefixes (word parts added at the beginning of words such as <i>un-</i> , <i>pre-</i> ) and suffixes (word parts added at the end of words such as <i>-er</i> , <i>-ful</i> , <i>-less</i> ) to determine the meaning of words.					

**NOTES:**

# READING/PHONICS RECORD SHEET

Student's Name \_\_\_\_\_

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**Reading Comprehension and Analysis: Goal of all reading instruction (phonemic awareness and phonics instruction are linked to all reading and writing).**

Performance Standards		Date of Observation				Comments
<b>K.2</b>	Locate the title, table of contents, name of author, and name of illustrator of a book.					
<b>K.2</b>	Use pictures and context to make predictions about story content.					
<b>K.2</b>	Connect to life experiences the information and events in texts.					
<b>K.2</b>	Retell familiar stories.					
<b>K.2</b>	Ask and answer questions about essential elements of a text.					
<b>K.3</b>	Distinguish fantasy from reality.					
<b>K.3</b>	Identify types of everyday print materials.					
<b>K.3</b>	Identify characters, settings, and important events.					
<b>1.2</b>	Identify text that uses sequence or other logical order.					
<b>1.2</b>	Respond to <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>how</i> questions and discuss the main idea of what is read.					
<b>1.2</b>	Follow one-step written instructions.					
<b>1.2</b>	Use context (the meaning of the surrounding text) to understand word and sentence meanings.					
<b>1.2</b>	Confirm predictions about what will happen next in a text by identifying key words.					
<b>1.2</b>	Relate prior knowledge to what is read.					

**Reading Comprehension and Analysis: Goal of all reading instruction (phonemic awareness and phonics instruction are linked to all reading and writing).**

Performance Standards		Date of Observation				Comments
1.3	Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.					
2.2	Use titles, tables of contents, and chapter headings to locate information in informational text.					
2.2	State the purpose for reading.					
2.2	Use knowledge of the author's purpose(s) to comprehend informational text.					
2.2	Ask questions to aid comprehension about important elements of informational texts.					
2.2	Restate facts and details in the text to clarify and organize ideas.					
2.2	Recognize cause-and-effect relationships in a text.					
2.2	Interpret information from diagrams, charts, and graphs.					
2.3	Compare plots, settings, and characters presented by different authors.					
2.3	Create different endings to stories and identify the reason and impact of the different ending.					
2.3	Compare versions of same stories from different cultures.					
2.3	Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry.					
3.2	Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.					
3.2	Ask questions and support answers by connecting prior knowledge with literal information from the text.					
3.2	Show understanding by identifying answers in the text.					
3.2	Recall major points in the text and make and revise predictions about what is read.					

<b>Reading Comprehension and Analysis: Goal of all reading instruction (phonemic awareness and phonics instruction are linked to all reading and writing).</b>					
Performance Standards	Date of Observation				Comments
3.2 Distinguish the main idea and supporting details in expository (informational) text.					
3.2 Locate appropriate significant information from the text, including problems and solutions.					
3.2 Follow simple multiple-step written instructions.					
3.3 Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.					
3.3 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.					
3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.					
3.3 Determine the theme or author's message in fiction and nonfiction text.					
3.3 Recognize the similarities of sounds in words and rhythmic patterns in a selection.					
3.3 Identify the speaker or narrator in a selection.					

**NOTES:**



## READING/PHONICS RECORD SHEET

Student's Name \_\_\_\_\_

Year \_\_\_\_\_

Teacher's Name \_\_\_\_\_

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Writing: Written language.					
Performance Standards		Date of Observation			
					Comments
<b>K.4</b>	Discuss ideas to include in a story.				
<b>K.4</b>	Tell a story that the teacher or some other person will write.				
<b>K.4</b>	Write using pictures, letters, and words.				
<b>K.4</b>	Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).				
<b>K.4</b>	Write by moving from left to right and from top to bottom.				
<b>1.4</b>	Discuss ideas for group stories or other writing.				
<b>1.4</b>	Select a focus when writing.				
<b>1.4</b>	Revise writing for others to read.				
<b>2.4</b>	Create a list of ideas for writing.				
<b>2.4</b>	Organize related ideas together to maintain a consistent focus.				
<b>2.4</b>	Find ideas for writing stories and descriptions in pictures or books.				
<b>2.4</b>	Understand the purposes of various reference materials (such as a dictionary, thesaurus, and an atlas).				
<b>2.4</b>	Use a computer, if available, to draft and revise writing.				
<b>2.4</b>	Review original drafts to improve sequence (order of events) and to provide more descriptive detail.				

Performance Standards		Date of Observation				Comments
2.4	Revise and evaluate writing for others to read using a revision checklist (an editing checklist with specific examples of corrections for frequent errors) or a list of rules.					
3.4	Find ideas for writing stories and descriptions in conversations with others, and in books, magazines, school textbooks, or on the Internet.					
3.4	Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.					
3.4	Create single paragraphs with topic sentences and simple supporting facts and details.					
3.4	Understand the structure and organization of various reference materials (such as a dictionary, thesaurus, atlas, and encyclopedia).					
3.4	Use a computer, if available, to draft and revise writing.					
3.4	Review and evaluate writing using a revision checklist (an editing checklist with specific examples of corrections for frequent errors).					
3.4	Proofread writing including that of other writers.					
3.4	Revise writing for others to read, improving the focus and progression of ideas.					

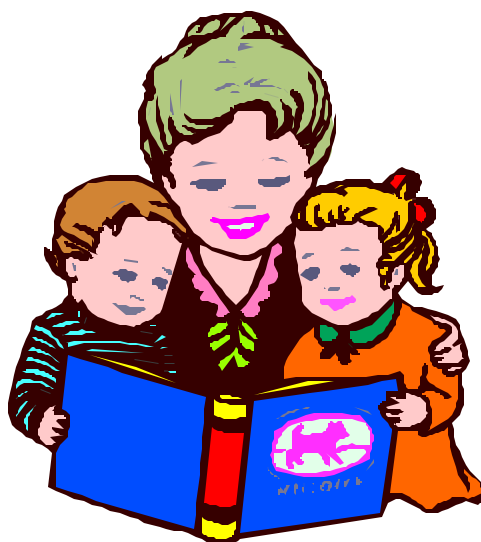
**NOTES:**

# How Can We Help Children Learn to Read?

- A massive effort must be undertaken to inform parents and caretakers of the importance of providing oral language and literacy experiences from the first days of life – to engage children in playing with language through nursery rhymes, storybooks, and as they mature, early writing activities.
- Reading out loud to children is a proven activity for developing vocabulary and language expansion characteristics and plays an important role in developing receptive and expressive language skills. Reading out loud to children also can help to enhance children's background knowledge of new concepts that will appear in both oral and written language.
- NICHD prevention and early intervention studies continue to provide converging evidence on the importance of developing accurate and fluent word reading skills, given the significant importance of such skills in developing reading comprehension abilities.
- Prevention and early intervention studies—are providing converging evidence that for those children who are at-risk for reading failure, highly direct and systematic instruction to develop phoneme awareness and phonics skills, reading fluency and automaticity, and reading comprehension strategies within a literature-rich environment will be required to obtain maximum gains. It also is imperative that each of these reading components be taught within an integrated context and that ample practice in reading familiar material be afforded to enhance fluency and automaticity. Likewise, the most effective interventions provide ample opportunities to read and discuss authentic literature.

*Evidence and Findings (p. 7)*

From *The NICHD Research Program In Reading Development, Reading Disorders and Reading Instruction: A Summary of Research Findings*. A paper distributed by G. Reid Lyon during his presentation on December 10, 1999, at Indiana's Education Conference: Leave No Child Behind.





**Suggestions  
for  
Children  
Experiencing  
Difficulty**

*Perhaps the single most important goal in giving students a productive knowledge of letter-sound correspondences is to convey to them the basic alphabetic principle. Early on, teachers want students to understand that all 26 of those strange little symbols that comprise the alphabet are worth learning and discriminating, one from the other, because each stands for at least one of the sounds that occur in the spoken words. How can teachers possibly convey this insight? Novel, abstract concepts cannot be explained easily to children or anyone else. Such concepts must be illustrated. Teachers must show students that letters do, indeed, represent sounds. They must persuade students that this is true not of only one letter or even of a few, but, of much more importance, that it is the core principle of our writing system.*

Establishing the alphabetic principle (p. 76) in Section 3: Moving into Reading

*Comprehension can be successful only to the extent that the reader's attention is devoted to it. Thus, it is necessarily disrupted when a reader's attention is instead focused on the identification of any particular word, syllable, or letter of the text in which the disruption occurs. For comprehension to be recovered, the phrase in which the disruption occurs must be reread with fluency.*

Developing Pathways from Print to Meaning (p. 116) in Section 4: Words and Meanings

From ***Beginning to Read: Thinking and Learning about Print*** by Marilyn Jager Adams is ***A Summary*** (1990) prepared by Steven A. Stahl, Jean Osborn, and Fran Lehr. University of Illinois at Urbana-Champaign: Center for the Study of Reading, The Reading Research and Education Center.

# Suggestions for Children Experiencing Difficulty

There are some children who experience difficulty in learning phonics. Teachers need to help students experience success. These children, as all students, need to be given ample free reading time in leveled and unlevelled books to practice their skills and read for fun.

In general, successful instruction for children who struggle should be based on the following:

- A thorough diagnosis of the reading difficulties should be the guide for instructional decisions.
- The instructional objectives and materials need to be at the level where students can experience success with teacher support.
- Children need adequate time to learn and review skills and strategies being taught.
- Provide explicit, direct instruction that carefully guides students through the learning process.
- Lessons should be interesting and challenging and should include many opportunities for students to respond.
- Students should be actively involved in the lesson through listening, seeing, reading, saying, and writing. The use of a variety of manipulatives and games helps to keep students' attention and provides immediate, needed feedback to the teacher.
- Assessment of student progress should be ongoing because it enables the teacher and the student to see progress. It also provides information about which methods and materials are working best with each student.
- The teacher needs to give consistent, positive feedback to students for the progress they make.
- Only essential skills and strategies need to be taught. Pacing needs to ensure both success and challenge.
- When an isolated skill is learned, it should immediately be used in some meaningful way, so that the children can see how the new knowledge helps them.
- Use picture clues (beginning readers rely on pictures to help confirm unknown words). Ask questions like, "What do you see in the picture that can help?" A note of caution: Be careful to use pictures as an *aid* to decoding, not as a primary means of decoding. Good readers use all available information but rely principally on the phonetic and structural elements of the word.
- Many of these students can use initial letter sounds and context to figure out a word. Example: "I like to eat *candy*. The sentence must make sense, and if you know the sound the letter *c* stands for, you might guess *candy*."
- Label objects in the room. Periodically practice reading the labels. Collect the labels and ask students to place them on the correct object.
- A beginning dictionary can be created to help a child remember words that are not phonetically regular. When appropriate, the child can paste pictures that begin with a particular letter and write the word under the picture. Children can use their personal dictionaries for writing and reading.

- Take the “TIME” necessary to teach children to isolate and identify a beginning sound in a word. It may take several days or weeks for students to understand the concept, but once it is understood, they will progress successfully to letter-sound associations.
- Teach the consonant sounds first that are easiest to isolate from other sounds: /s/, /t/, /f/, /m/, and /p/. Use student or teacher names to make the work with segmenting sounds even more interesting. NOTE: When sounding out letters in isolation, do not add an *uh* after the initial sounds. Example: *buh* for *b*, *luh* for *l*, *duh* for *d*. Stop your breath immediately after the letter sound is spoken.
- In order to distinguish beginning sounds, ask students to “watch your lips” as you say a word. Exaggerate the beginning sound. Then ask them to watch your lips while you whisper the sound. Have them mimic the sound. Example: /m/an.
- Give the children small mirrors, so they can see if their own lips look like the teacher’s lips when modeling the sound.
- The whole-word method is a fairly effective way to teach words, especially if the words are important to the child. A word may be presented in isolation and practiced, written, spelled aloud, and chanted. The word also may be placed in the context of a sentence, highlighted, underlined, or color-coded. (The other words in the sentence should be in the child’s sight vocabulary.) If a child knows some sound-symbol relationships, he or she can use that along with other tools to predict the new word. Example: “It is time for lunch.”
- Some children may need training in visual discrimination in order to distinguish the differences in letters as well as words. Point out distinctive features of letters by tracing, writing, and saying the letter and then teaching the sound the letter represents.
- Teach children to listen carefully and to compare a new word with one they already know. Example: “This word begins like *me* and ends like *ball* so it must be *mall*.” Having students read lists of words with the same rhyme (or phonogram) and different onsets (or beginning sounds) is an excellent way to expand their vocabulary and spelling skills. Example: *ball, call, fall, mall, tall*.
- Have children verbalize what they know about a word. Example: 1) “I remember the word *look* has two circles that remind me of two eyes.” 2) “I remember the word *happy* has two *p*’s in the middle.” 3) “*Fig* is almost like *big*. I need to change the beginning letter.” 4) “I can change the word *jump* to *jumping*.”
- Attend to rhyme while reading alphabet books, poetry, nursery rhymes, and storybooks. Stop when you get to a rhyming word and let children supply it.
- Teach the alphabet song. Have children sing and follow on an alphabet chart while pointing to each letter as they sing.
- Model how you use phonics and context to figure out a word or predict it. Use names, activities, and actions to select letters with special meaning to students. For example: “The cue word for the letter *b* is *Bobby* or *Billy*. What other words begin like *Bobby*?”
- Use letter tiles, magnetic letters, puzzles, finger paint, chalk, felt, and sandpaper to engage the children in forming or building letters and words.
- Clapping, tapping, and holding up the number of fingers that indicate the number of sounds or syllables in a word is fun for students and quickly helps them understand that words can be broken into smaller chunks.

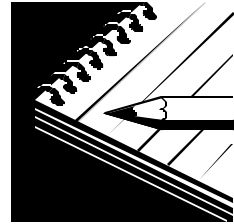
- Model the use of phonics and context in a “think aloud” activity in which the model is the use of decoding by analogy. For example, in the sentence, “The camel has a *hump* on his back,” you might say: “The camel has a \_\_\_\_\_. This word looks like *jump* but begins like *house*. Let me see if I can put the beginning sound of *house* with the ending sound of *jump*. *H\_\_mp* (That sounds right). The camel has a *hump* on his back. I did it!”
- Get children involved in making words. Children can practice making words for 15-20 minutes from letters they are given. The activity begins by forming two letter words and continues making longer and longer words until the last (mystery) word is made. Children can work in groups, pairs, or alone. In planning, begin with the mystery word and display all of the letters in alphabetical order. For example, for the word *enchiladas* you would list *a, a, c, d, e, h, i, l, n, s*.
- There are many sorting activities or games that are effective with students. Adjust the activity to the children’s level:
  - Sort pictures by beginning, medial, or ending sounds.
  - Sort pictures together that rhyme.
  - Sort by vowel patterns.
  - Sort by color words, animals, and food.
  - Sort words that have the same prefix, suffix, or root word.
  - Sort by synonyms or antonyms or describing words.
- Teach consonant substitution. Begin with a known word like *fat*. On the chalkboard show the children what happens when you take away the *f* and put in *c*. There is a chant some teachers use that goes something like this:
 

“Take the *f* away from *fat*.  
Put in *c* and you have *cat*.  
Take the *c* away from *cat*.  
Put in *p* and you have *pat*.”
- C Continue with as many words as you can make. Involve students as soon as they catch on. You can use this activity with many phonograms.
- C Teach children multiple self-correction strategies to use when they come to an unknown word. **Example:** Does that sound right? Read it again. Does that make sense? Look at the picture. Does it look right? What letter would you see if the word was \_\_\_\_? What would you expect to see at the beginning? At the end?
- If a child does not use any clues to figure out a word, give a choice of words and let him or her decide which word is correct. Ask questions like those above to help him or her confirm his or her choice.
- Have students write as often as possible. It is helpful for beginning readers to have a list of the words they know and are learning. Flash cards, journals, etc., can be used to practice new words. Be sure the writing assignment has a purpose.
- Pair a student who is having difficulty with one who is more experienced to practice vocabulary words and to read. Have them take turns, echo read, and read in unison. At times, pair students with similar ability to read together.
- Do a picture walk before reading a story. To do this, preview the story and check pictures and special words with the children. Next, model by reading the story and involving the children when it seems appropriate. Then, let the children read the story using the strategies they have practiced to predict words.
- Continue to practice previously learned concepts and apply skills to words through seeing, saying, and writing activities. Progress systematically, making sure students are experiencing success and independently using new skills.



## Quick Tips for Students Who Struggle

- Help students make their own books using words they have learned and ones they want to learn. After illustrating the story, they may let classmates read it.
- Simple stories can be written on large sheets of paper and hung on the wall for children to read.
- Children can dictate a story to the teacher. Examples: stories read, the weather, the daily news, thank-you notes, or a note to the principal. The teacher involves the students in deciding what to write and how to write it by asking questions about sounds, letters, words, punctuation, and spacing as he or she writes on large chart paper.
- If students confuse similar words, write them together and point out the differences.
- Write the same word on two different cards. Cut the letters apart on the first card, and then have the student put the word back together using the second card to check for accuracy.
- When a student cannot recall a word, ask him or her to spell the letters. This often helps the student to remember the word.
- When you are teaching a sight word like *walk*, show students *walks*, *walking*, and *walked*.
- Create board games that call for students to read aloud a sight word, phrase, or sentence in order to move around the board.
- To develop fluency, have students read (and reread) easy material.
- Have students listen to a book on tape and follow along as it is being read. Next, have them read along with the tape.
- Give students reasons to read a book or story several times, such as preparing to read to the class or to make a tape of the reading.
- Use leveled trade books that illustrate the words or sounds you are teaching.
- Count the number of sounds in words. Start with two sounds, such as *at*, *up*, *I'm*. Then progress to words with additional numbers of sounds.
- Play bingo to learn (or practice) letters, sounds, and sight words.
- Put sight words into categories. Example: color words, number words, and describing words.
- To figure out multi-syllabic words, look for a prefix and a suffix. Then find the root word. Put the parts together. Or, divide the word into syllables and pronounce each part.
- Teach compound words by putting two known sight words together and demonstrating that the two words usually maintain their single pronunciation. Help students see that long words are just familiar words or letter combinations grouped together.
- Picture cards help teach words. Paste pictures of nouns or activities on one side and write the word on the other side. Play games matching words and pictures.
- Provide easy-to-read stories and books for students with limited vocabularies.
- Provide direct instruction, guided practice, and reinforcement of skills.
- Practice with flip strips. Example: go ing
- Use flashcards for sight words. Make sentence strips, cut the words apart, and have students put them back together. Use word walls to practice sight words. Have students put words into categories, such as people, places, things, numbers, and colors.
- Use catchy phrases, chants, songs, and poems to create interest.
- Make tachistoscopes for exposure to sight words, word patterns, color words, or punctuation.
- Write original, simple stories using sight words that have been learned.
- Ask students to look for letters or groups of letters to help them figure out unknown words. It often helps to ask a student to say the letters in a word they don't know because it forces them to



notice the letters and their sequence in the word.

- Write letters in sound boxes to separate the letters that represent the sounds in a word.  
Example: 

c	a	t
---	---	---

 Ask the student questions about the word, such as, “What is the first sound, the middle sound, and the last sound?”
- Encourage students to “think aloud” explaining the process they go through to come to a conclusion about a letter or a word. Model the strategy for them first.
- Provide practice for mastery. Make it interesting. Repeated readings bring mastery of vocabulary and fluency.
- If students know some sight words, put them on cards and group the words by beginning sounds and ending sounds.
- Use sentence strips and story strips.
- Have students “echo read” words or sentences after you read them.
- Make up an action for consonant sounds. Example: for /g/ *gargle*, for /c/ *cough*, /t/ *watch ticking*, /s/ *snake hissing*, /l/ for the *lady* singing.
- Compare and contrast sounds in words by beginning (*hat, fat*), middle (*hit, hat*), and ending sounds (*had, ham*).
- Make use of common word lists, such as the Dolch List, the Most Common Words, the Fry List, High-Frequency Nouns, and lists of word patterns.
- Use a variety of methods to encourage students to notice likenesses and differences in words.
- Count the number of letters in words.
- Underline, circle, and use colored markers to emphasize likenesses and differences.
- Use “every pupil response” activities to encourage constant attention and provide plenty of practice (thumbs up, touch your elbows, etc.).
- Have students say the sounds as they trace the letters of a word.
- Provide letter tiles to build words.
- Record a student’s reading and discuss it with him or her. Discuss problems, such as word-by-word reading and repetitions.



# ***ASSESSMENT***

*All good readers and writers develop this ability to come up with pronunciations and spellings for words they have never read or written before. Many poor readers do not. Good readers and writers do, indeed, read and write, and as they read and write, they figure out how our system works. Poor readers and writers need to read and write, but they also need to have their attention directed to words and the way these words work, so that they can make rapid progress in reading and writing.*

#### Introduction (ix)

*Good assessment is an ongoing activity. Teachers watch their children in a variety of reading and writing situations and notice what strategies the children are using and what they need to move them forward. In addition to the ongoing observations of children, which let us know what to teach that many children would profit from and are ready for, and what nudges particular children need, it is also good from time to time to stop and assess progress in a more systematic way. Remembering the principle “What they don’t use, they don’t have,” we assess their decoding and spelling as they are actually reading and writing.*

Assessing Progress (p. 132) in Chapter 3: Using Phonics and Spelling Patterns  
From *Phonics They Use: Words for Reading and Writing* by Patricia M.  
Cunningham

# Indiana Grade 1 Reading Assessment

ASSIST (Assessment System to Serve Instruction in Schools Today), by Roger Farr and associates, is a series of informal classroom reading assessments for use in first-grade classrooms in Indiana. It has been designed, piloted, and reviewed by Indiana teachers for Indiana teachers. The assessment is optional and available free of cost to first grade teachers in fall 2000. It is designed to model good literacy instruction. The underlying principle is to have all students show what they can do, so that teachers can optimize reading instruction. The results of the assessments are solely for instructional purposes, to assist teachers as they help each student learn to read.

There are four components to the *Indiana Grade 1 Reading Assessment*:

1. Beginning Reading Skills Assessment: Part A  
Assesses recognition of letters, beginning and ending sounds
2. Beginning Reading Skills Assessment: Part B  
Assesses word, sentence, and paragraph comprehension
3. Phonemic Awareness Assessment
4. Story Comprehension Assessment: Listening and Reading

In addition to the directions for administration, there is a companion manual, *An Assist for You: HELP (Here's Some Help in Getting Started Using the Results of the ASSIST Assessments)*, that provides:

- Definition of Skills and Strategies
- Teaching Suggestions
- Helpful Materials (a list of children's books and teaching materials)
- Further Assessment (a list of additional diagnostic assessments)

What are the goals of this first-grade assessment?

- It provides a continuous review in the classroom to help teachers.
- It provides information to share with parents and administrators.
- It provides identification of students who need help.

How is it implemented?

- There is a standard procedure, but teachers may use the system to serve their needs.
- Teachers may make adjustments as they see fit.
- The different versions or assessments can be administered four times throughout the year, so as first-graders change every 3-4 months, teachers can monitor and review progress.
- Each assessment is relatively brief and most will be administered to the entire class or to a large group of students at the same time.

What is it NOT?

- It is not a high stakes system to label students, schools, or teachers.
- It is not an accountability system.
- It is not a method of teaching reading nor focus on only one aspect of learning to read.



# Diagnostic and Screening Instruments

Phonemic awareness is a strong predictor of a child's success in reading. The fact that 20 to 25 percent of all children experience phonemic awareness difficulties shows the importance of early identification and intervention.

After gathering information through the Indiana Grade 1 Reading Assessment or other informal assessment, the teacher may want to use more diagnostic forms of assessment to gather information on specific students or the entire class. The data from these screenings would be included in the student's profile.

The following are some suggested screening instruments to be used. This list is by no means all-encompassing. Utilizing these forms of assessment will give the teacher a more detailed picture of students who may be struggling. This picture can impact the development of an effective instructional plan for these students.

## Screening Instruments for Use by Classroom Teachers

**Phonemic Awareness in Young Children** by M. J. Adams, B. R. Foorman, I. Lundberg, and T. Beeler. Paul H. Brookes Publishing Co. "Assessing Phonological Awareness" (Chapter 10). This chapter contains assessment procedures for group screening of phonological awareness. This paper and pencil test helps assess students' beginning level of these skills. It also can help identify students with difficulties in this area. Group administration takes approximately 30 minutes for primary age students.

**Texas Primary Reading Inventory** is a screening instrument that includes phonemic awareness as well as other reading concepts (K-2). Individual administration takes approximately 10 minutes.

**Early Literacy Profile: An Assessment Instrument** by New York State Education Department. This instrument (K-3) includes forms to informally assess phonological awareness (phonemic awareness), alphabet knowledge, letter-sound knowledge (phonics), high frequency word identification; reading scales to informally assess fluency and comprehension; writing scales; and listening/speaking scales. The Web site at <[www.nysed.gov](http://www.nysed.gov)> provides further information on this assessment in New York's standards in English language arts.

**Focus on Phonics, Assessment, and Instruction** by Wendy Cheyney and Judith Cohen. The Wright Group. Part two of this book provides assessments and lesson plans for Grades K-2.

**An Observation Survey**, by Maria Clay. Heinemann Education. "Taking Running Records of Reading Texts" (Chapter 4) and "Other Observation Tasks" (Chapter 5).

**Diagnostic Reading Inventory for Primary and Intermediate Grades** by J. Scott and S. McCleary. Scott and McCleary Publishing, 1993. This contains a Phonics Mastery Test and a Structural Analysis Test for (using root words, endings, and affixes to decode words) primary and intermediate grades.

**Literacy Assessment: Helping Teachers Plan Instruction** by J.D. Cooper and N. D. Kiger. Boston: Houghton Mifflin, in press.

**Alternative Assessment Techniques for Reading and Writing** by W.H. Miller. The Center for Applied Research in Education, 1995. This practical book includes the El Paso Phonics Survey, Group Administered Structural Analysis Inventory, Checklist of Emergent Writing Behaviors, and Checklist for Computer Word Processing, as well as other information useful for classroom teachers.

## Screening Instruments for Use by Other School Resource Individuals

Other resource individuals would include reading specialists, school counselors, speech language pathologists, and special education teachers.

**The Phonological Awareness Profile** by Carolyn Robertson and Wanda Salter. This is an individually administered, criterion-referenced test designed to diagnose deficits in phonological processing and phoneme-grapheme correspondence. This can be given as a pre- and post-test measure. (Ages 5-8)

**Developmental Reading Assessment** by Joetta Beaver. These assessments are individually administered and provide information on a student's reading development. DRA uses running records and allows the teacher to observe what strategies the student is using when reading. (K-3)

**Woodcock-Johnson Mastery Tests** by Richard W. Woodcock. A developmental criterion-referenced assessment of reading and phonics including the comprehension component.

**Slosson Oral Reading** A criterion-referenced test measuring a student's oral vocabulary.

# Assessment References

**Clay, Marie. An Observation Survey of Early Literacy Achievement. Heinemann, 1993.** Offers a collection of practical hands-on phonics activities that help develop reading, writing, and spelling skills which support a balanced reading program.

**Cooper, J. D., and Kiger, N. D. Literacy Assessment: Helping Teachers Plan Instruction. Boston: Houghton Mifflin, in press.**

**Center for Innovation in Assessment 1999, Farr, Roger and Associates. Indiana Grade 1 Reading Assessment.** A Grade 1 Reading Assessment System that serves as a screening tool for first-grade teachers to gain information about the development of phonemic awareness and reading skills of their students.

**McCleary, Sheila, and Janet Scott. Diagnostic Reading Inventory for Primary and Intermediate Grades. McCleary Publishing, 1989.** Thirteen tests designed to assess reading performance in Grades 1-8. Students may be tested individually or in a group. The results of these tests will help teachers group children according to individual needs.

**Michigan Department of Education. Michigan Literacy Progress Profile. 1998.** A variety of assessment tools to evaluate five different aspects of reading. Categories included are oral reading fluency, reading comprehension, writing, oral language, and attitudes.

**Miller, Wilma H. Alternative Assessment Techniques for Reading and Writing.** The Center for Applied Research in Education, 1995. Includes the El Paso Phonics Survey, Group Administered Structural Analysis Inventory, Checklist of Emergent Writing Behaviors, and Checklist for Computer Word Processing, as well as other useful information for classroom teachers.

**Public Schools of North Carolina. Grades K-2 Literacy Assessment: Forms and Procedures Manual. 1999.** A manual for primary literacy assessment.

**Scott, Janet, and Shelia McCleary. Diagnostic Reading Inventory for Primary and Intermediate Grades. 1993.** Contains Phonics Mastery Test and Structural Analysis Test for primary and intermediate grades.

**Texas Education Agency. Texas Primary Reading Inventory (TPRI). Texas Education Agency, 1999.** An assessment tool for teachers which covers graphophonemic knowledge and phonemic awareness. Has been normed for Grades K-2.



# **APPENDIX**

- **Standards, K-3**
  - **Glossary**
  - **Resources**
- **Educational Journals**
- **Internet Resources**
- **Checklist for Reviewing Textbooks**

*Professional development should not be conceived as something that ends with graduation from a teacher preparation program, nor as something that happens primarily in graduate classrooms or even during in-service activities. Rather, ongoing support from colleagues and specialists, as well as regular opportunities for self-examination and reflection, are critical components of the career-long development of excellent teachers.*

Executive Summary (p.10), *Preventing Reading Difficulties in Young Children* by Catherine Snow, Susan Burns, and Peg Griffin.

# Indiana Academic Standards 2000

## In the Phonics Tool Kit

### Kindergarten

#### **K.1 READING: Word Recognition, Fluency, and Vocabulary Development**

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

#### **K.2 READING: Reading Comprehension**

Students identify the basic facts and ideas in what they have read, heard, or seen. They use comprehension strategies, such as generating and responding to questions and comparing new information to what is already known, to understand what they read. In kindergarten, students will read grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, dictionaries, and online information.

#### **K.3 READING: Literary Response and Analysis**

Students listen and respond to stories based on well-known characters, themes (the main idea of a story), plots (what happens in a story), and settings (where a story takes place). The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students.

#### **K.4 WRITING: Writing Process**

Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.

#### **K.6 WRITING: Written English Language Conventions**

Students begin to learn the written conventions of Standard English.

### GRADE 1

#### **1.1 READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (*-s, -ed, ing*). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

#### **1.2 READING: Reading Comprehension**

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources, to understand what they read. In addition to their regular school reading, at Grade 1, students begin to read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, children's magazines, dictionaries, and online information).

**1.3 READING: Literary Response and Analysis**

Students read and respond to a wide variety of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read.

**1.4 WRITING: Writing Process**

Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

**1.6 WRITING: Written English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

## **GRADE 2**

**2.1 READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

**2.2 READING: Comprehension**

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what they read. In addition to their regular school reading, at Grade 2, students read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, poetry, children's magazines and newspapers, dictionaries and other reference materials, and online information).

**2.3 READING: Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where the story takes place) of stories that they read.

**2.4 WRITING: Writing Process**

Students write clear sentences and paragraphs that develop a central idea. Students progress through the states of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

**2.6 WRITING: Written English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

## **GRADE 3**

### **3.1 READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (*un-*, *-ful*), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

### **3.2 READING: Reading Comprehension**

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. In addition to their regular school reading, at Grade 3, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, children's magazines and newspapers, reference materials, and online information.

### **3.3 READING: Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read.

### **3.4 WRITING: Writing Process**

Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

### **3.6 WRITING: Written English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.



# Glossary

**Affix:** Word parts, such as a prefix, suffix, or inflectional ending (*unlock, kindness, looking*), that when added to words change the meaning.

**Alphabetic principle:** As letters in words change so do the sounds.

**Antonyms:** Words with opposite meanings.

**Blends:** Two or three consonants said together, each keeping its own sound, such as *br, scr, pl*.

**Chunks:** Groups of letters that form a part of a word.

**Compound words:** One word made from two small words, such as *birthday*.

**Concepts about print:** Learners' understanding of the characteristics of written language.

**Consonants:** All of the alphabet letters except *a, e, i, o, u*.

**Decoding:** Using a combination of phonics and familiar words to read unfamiliar words.

**Digraph (Consonant digraph):** Two consonants which make one consonant sound, such as *ch, shg, wh, th, ng, nk*.

**Digraph (Vowel digraph):** Two vowels which make one vowel sound, such as in *sail, week, oak, pie*.

**Diphthong:** Two vowels in one syllable that make a double sound, such as *oi* in *oil*, *oy* in *boy*, *ou* in *found*, *ow* in *brown*.

**Encoding:** To put a message into print.

**Fluency:** Reading with enough speed and accuracy to comprehend.

**Grapheme:** Letters and letter groups of the alphabet that are used to construct words.

**High-frequency words:** Words that are often seen and heard, such as sight words like *run, jump, go, happy, kind*.

**Homograph:** Words that are spelled the same but have different meanings.

**Homonyms:** Words that sound the same but have different spellings and meanings, such as *hare, hair*.

**Inflectional endings:** Letters and letter groups added to the ends of words, such as *-ed, -ing, -s*.

**Medial sound:** The middle sound in a word (b **a** t).

**Phoneme:** A single speech sound.

**Phonemic awareness:** An awareness of the sounds that are made by different letters and letter groups of the alphabet.

**Phonics:** The system of representing word sounds with letters.

**Prefix:** Word parts added at the beginning of words to change the meaning, such as *-un*, *-pre*, *-re*.

**Rime:** The portion of a syllable that follows the “onset.” (*-ight*, *-ing*, *-an*)

**Root Words:** A word to which prefixes and suffixes are added (*pay*, *repay*, *payment*).

**Sight words:** High frequency words.

**Standards:** Core expectations of every child.

**Structural analysis:** The process of using knowledge of root words, endings, and affixes to decode words.

**Suffix:** Word parts added at the end of words to change the meaning, such as *-ful*, *-ness*, *-tion*.

**Syllable:** A word or part of a word that contains one vowel sound.

**Synonyms:** Words with the same meaning, such as *fast* and *quick*.

**Vowels:** The letters *a*, *e*, *i*, *o*, *u* and sometimes *w* and *y*.

**Word families (rimes):** Groups of words whose endings follow a rhyming pattern, such as *-ack*, *-an*, *-ight*, but have different beginning sounds (onsets), such as *black*, *tack*, *rack*.

## Resources

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# Educational Journals

## *Early Childhood Education*

Association for Childhood Education International  
The Olney Professional Building  
17904 Georgia Avenue, Suite 215,  
Olney, Maryland 20832  
1-800-423-3563  
<http://www.acei.org>

## *Education Leadership*

Association for Supervision and Curriculum Development  
1250 North Pitt Street  
Alexandria, Virginia 22314-1453  
1-800-933-2723  
<http://www.ascd.org>

## *Instructor*

Scholastic Inc.  
555 Broadway  
New York, New York 10012-3999  
212-643-6100  
<http://www.scholastic.com/inschool>

## *Language Arts*

National Council of Teachers of English  
1111 West Kenyon Road  
Urbana, Illinois 61802-1096  
1-800-369-6183  
<http://www.ncte.org>

## *Primary Voices K-6*

National Council of Teachers of English  
1111 West Kenyon Road  
Urbana, Illinois 61801-1096  
1-800-369-6283  
<http://www.ncte.org>

## *Reading Horizons*

Western Michigan University  
College of Education  
Reading Clinic  
Kalamazoo, Michigan 49008  
616-387-3470  
<http://www.wmich.edu/reading>

## *Teaching Pre K-8*

Early Years, Inc.  
40 Richards Avenue  
Norwalk, Connecticut 06854-2309  
203-855-2650  
<http://www.teachingk-8.com>

## *The Reading Teacher*

International Reading Association  
800 Barksdale Road, P.O. Box 8139  
Newark, Delaware 19714-8139  
1-800-336-7323  
<http://www.reading.org>

# Internet Resources

Listed below are some of the many existing Internet sites where teachers and parents can find resources for reading and phonics.

<a href="http://www.acs.ucalgary.ca/~dkbrown/index.html">http://www.acs.ucalgary.ca/~dkbrown/index.html</a>	Home to the Children's Literature Web Guide.
<a href="http://www.apa.org/ppo/lyon.html">http://www.apa.org/ppo/lyon.html</a>	Testimony of G. Reid Lyon, Ph.D., on Children's Literacy before the Committee on Education and the Workforce U.S. House of Representatives, Washington, D.C., Thursday, July 10, 1997.
<a href="http://www.ciera.org">http://www.ciera.org</a>	Center for the Improvement of Early Reading Achievement – Provides free, research- based, practical information on early literacy acquisition and effective strategies for teaching reading.
<a href="http://www.ed.gov/free">http://www.ed.gov/free</a>	The U.S. Department of Education's one-stop site for teaching and learning resources. Site provides 1) quick access to hundreds of teaching and learning resources across the federal government; 2) a place where teachers and administrators can form partnerships; and 3) information to support internet-based learning resources and learning communities.
<a href="http://www.ed.gov.org">http://www.ed.gov.org</a> to U.S.	U.S. Department of Education online library – Access Educational initiatives, publications and products, a searchable base, and more. Links to other programs.
<a href="http://www.ed.gov/inits/americanreads">http://www.ed.gov/inits/americanreads</a>	Website for the America Reads Project, a national campaign challenging every American to help all children learn to read.
<a href="http://www.education-world.com/awards">http://www.education-world.com/awards</a>	Full of outstanding links that explore various educational topics.
<a href="http://www.eduplace.com">http://www.eduplace.com</a>	<i>The Role of Phonics</i> – Position paper stressing the need for systematic phonics instruction.
<a href="http://www.edweek.org">http://www.edweek.org</a>	Site for <i>Education Week</i> online.
<a href="http://ericps.crc.uiuc.edu/eece">http://ericps.crc.uiuc.edu/eece</a>	Site for ERIC Clearinghouse on Elementary and Early Childhood Education.
<a href="http://www.hood.edu/seri/parents.htm">http://www.hood.edu/seri/parents.htm</a>	SERI Parents and Educator's Resources – A site with links to resources for children with disabilities.
<a href="http://www.indiana.edu/~eric_rec">http://www.indiana.edu/~eric_rec</a>	ERIC Clearinghouse for Reading, English, and Communication.
<a href="http://www.ldonline.org/ld_indepth/reading/reading.html">http://www.ldonline.org/ld_indepth/reading/reading.html</a>	This section of the LD Online web site contains in-depth articles that focus on teaching reading to children with learning disabilities.

<a href="http://www.naeyc.org">http://www.naeyc.org</a>	National Association for the Education of Young Children – An organization promoting excellence in early childhood education that is broadly focused on a variety of issues.
<a href="http://www.nap.edu">http://www.nap.edu</a>	Education books by topics – Chapters and/or pages available for listed topics.
<a href="http://www.ncrel.org/info/curriculum/">http://www.ncrel.org/info/curriculum/</a>	North Central Research Educational laboratory, the literacy research and best practices section of this website leads to an area that shares successes and challenges of states, districts, and schools regarding literacy curriculum development, instruction, and assessment in literacy learning.
<a href="http://www.ncte.org">http://www.ncte.org</a>	Website of the National Council of Teachers of English has current articles and search engines to find topics of interest.
<a href="http://www.nifl.gov">http://www.nifl.gov</a>	The National Center for Literacy has literacy resources with many useful links.
<a href="http://www.pacificnet.net/~mandel">http://www.pacificnet.net/~mandel</a>	Tips by teachers for teachers incorporates classroom ideas plus suggestions for new teachers.
<a href="http://place.scholastic.com/instructor/index.htm">http://place.scholastic.com/instructor/index.htm</a>	Hands-on activities to use with students, classroom management strategies, freebies, and good deals to stretch the resource budget.
<a href="http://www.readingonline.org">http://www.readingonline.org</a>	Electronic journal of the International Reading Association is intended to invite participation and to support the involvement of classroom teachers, emerging scholars, and others.
<a href="http://www.si.edu/rif">http://www.si.edu/rif</a>	Reading Is Fundamental – Tips for parents and volunteers.
<a href="http://www.teachnet.org">http://www.teachnet.org</a>	TeachNet is sponsored by IMPACT III – The Teachers Network, an independent nonprofit educational organization that supports teachers who exemplify professionalism, independence, and creativity in the public school system.
<a href="http://www.tiac.net/users/maryl">http://www.tiac.net/users/maryl</a>	Keeping Kids Reading homepage is filled with ideas for making reading fun.

# Tips for Choosing Textbooks and Supplementary Materials for Phonics Instruction

Teachers have a wide variety of choices when serving on committees for textbook selection and when making purchase decisions for supplementary materials. The list of questions below may provide assistance when considering which instructional aids will best help the teacher as well as the student. Teachers may use this document for a checklist to review textbooks and supplementary materials.

## Content

- ' Is the instructional design aligned with the state standards?
- ' Is the instructional design research-based and proven effective?
- ' Do the materials provide instruction that matches the reading criteria of your school and school district?
- ' Is the focus of instruction aligned with the scope and sequence curriculum guide of your school and school district?
- ' Are the instructional materials and strategies developmentally appropriate?

## Instruction

- ' Will the texts and materials meet the needs of your students?
- ' Are the materials teacher-friendly, clearly presented, and not page-cluttered?
- ' Does the lesson plan consistently follow easy-to-use teaching models?
- ' Does the instructional design provide for a balanced approach to reading?
- ' Are there lesson plans for direct systematic phonics instruction?
- ' Is there an instructional progression of skills and strategies?
- ' Is the phonics instruction active and manipulative?
- ' Is phonics related to spelling and vocabulary instruction?
- ' Does the sequence of phonics instruction promote early independence in reading?
- ' Are teaching options offered to accommodate a variety of teaching and learning styles?
- ' Does the program provide instructional activities with each selection for meeting the individual needs of students and include reteaching opportunities?
- ' Are opportunities provided for application of skills and strategies during independent reading?
- ' Are there activities provided for the children to use word and sound concepts in writing?
- ' Are there provisions for parent and school communication?

## Teacher Support

- ' Are auxiliary materials provided?
- ' Is teacher support available?
- ' Is teacher in-service offered?
- ' Are there opportunities for continuous professional development?

## Assessment

- ' Is there an assessment component that aligns with instructional objectives?
- ' Does the assessment program include a wide variety of formal and informal evaluation instruments?
- ' Is there an assessment which identifies phonics knowledge before instruction?
- ' For beginning readers, is there a test to evaluate concepts of print and to measure students' letter knowledge?
- ' Does assessment follow the same format as instruction?
- ' Are the tested skills and strategies identified in lesson plans?

